

South Carolina Department of Education
Read to Succeed **Primary and Elementary** Reading Plan
2025-2026

Directions: Please provide a narrative response for Sections A-I.

LETRS Questions:

- How many teachers in your school have completed Volume 1 ONLY of LETRS? 2
- How many teachers in your school have completed Volumes 1 and 2 of LETRS? 26
- How many teachers in your school are beginning Volume 1 of LETRS this year? 2
- How many teachers in your school are beginning Volume 2 of LETRS this year? 2
- How many CERDEP PreK teachers in your school have completed EC LETRS? 2
- How many CERDEP PreK teachers in your school are beginning EC LETRS this year? 0

Section A: Describe how reading assessment and instruction for all PreK-5th grade students in the school includes oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension to aid in the comprehension of texts to meet grade-level English/Language Arts standards. **In the 2024-2025 school year, EES adopted a new ELA curriculum, HMH Into Reading. This curriculum is aligned to the science of reading and incorporates all strands of Scarborough's reading rope into daily literacy instruction (background knowledge, vocabulary, language structure, verbal reasoning, literacy knowledge, phonological awareness, decoding, and sight recognition). Grades K-2 are specifically utilizing the structured literacy component of HMH which explicitly teaches phonemic awareness and phonics following a set scope and sequence. HMH also has weekly and module assessments that our teachers are administering. These assessments test all literary foundational reading skills with the overall goal being comprehension. Student performance on these assessments allow teachers to guide and adjust both whole group and small group instruction. At EES, we also administer the I-Ready diagnostic assessment 3 times each year. Data from these assessments inform students' I-Ready instructional pathways as well as allow teachers and administration to progress monitor students' literacy proficiency.**

Section B: Document how Word Recognition assessment and instruction for PreK-5th grade students are further aligned to the science of reading, structured literacy and foundational literacy skills. **Diagnostic tools such as the HMH screeners and diagnostic assessments, PAST, LETRS Phonics and Word-Reading Survey, end of module structured literacy assessments, Indicator Aligned Inventory for Word Recognition, i-Ready, and early literacy behaviors assessments can be used to identify specific skills in the area of word recognition. Once areas of need are identified, teachers adjust instruction to match those needs. I-Ready specifically creates instructional pathways for students to work in based on the student's 2 lowest domain areas. Phonemic awareness instruction typically precedes phonics, which proceeds high frequency word instruction. Once proficient in these foundational strands, students will begin working more in comprehension domains. The structured literacy component of the HMH curriculum also ensures teachers are incorporating all foundational strands of literacy into both whole group and small group instruction.**

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Section C: Document how the school uses universal screener data and diagnostic assessment data to determine targeted pathways of intervention (word recognition or language comprehension) for students in PreK-5th grade who have failed to demonstrate grade-level reading proficiency. **Upon reviewing all available diagnostic data, the MTSS team (composed of administrators, guidance counselor, literacy coach, classroom teachers and interventionists) meets to determine next steps for identified students. Data is reviewed to form tier 2 and tier 3 levels of instruction, often with the interventionists. This instruction targets areas of greatest student needs based on diagnostic results. I-Ready also creates personalized instruction pathways for all students, targeting domains in which each student has scored the lowest. Progress is always monitored within instructional groups and adjustments are made based on data and student performance.**

Section D: Describe the system in place to help parents in your school understand how they can support the student as a reader and writer at home. **EES always strongly encourages the support and participation of parents in their child's learning. Two-way methods of communication are always available including weekly communication folders that are sent home every Monday with classroom newsletters, school happenings, and checked or graded assignments from the previous week. Students also take home bags of books each week to read with family members. Events such as literacy nights and parent-teacher conferences are held to raise literary awareness. When MTSS teams determine children are in need of intervention, parents are always made fully aware and brought into the conversations.**

Section E: Document how the school provides for the monitoring of reading achievement and growth at the classroom and school level with decisions about PreK-5th grade intervention based on all available data to ensure grade-level proficiency in reading. **EES faculty and staff share a common belief that quality literacy instruction and the best literacy intervention is prevention. Therefore, coaching support and progress monitoring of reading achievement starts at Tier 1 instruction, involving all teachers of literacy. Various progress monitoring tools allow teachers to assess and inform their literacy instruction both whole and small group. Consistently, throughout the year, both admin and the literacy coach review all data available for both grade levels and whole school to identify which students (or groups of students) need more individualized instruction (Tier 2). After 4-6 weeks of progress monitoring, the decision is made to continue or alter intervention, potentially moving into Tier 3. Furthermore, teachers may also refer concerning students to the MTSS team for additional review and support. If Tier 3 instruction is not successful, the child may then be referred to the SIRT team for further evaluation.**

Section F: Describe how the school provides teacher training based in the science of reading, structured literacy, and foundational literacy skills to support all students in PreK-5th grade. **Most teachers have (and some still are) participated in LETRS training (state provided). The literacy coach will support teachers as needed through collaborative discussions, reflections, and job-embedded training. All professional development opportunities provided by the literacy coach will also be aligned to the science of reading with a focus on foundational skills in K-2.**

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Section G: Analysis of Data

Strengths	Possibilities for Growth
• Documenting and analyzing data to inform Tier 1, 2, and 3 instruction. • Routines and procedures that allow maximized literacy instruction across grade levels. • Teacher collaboration and planning among grade levels.	• Growing in our knowledge and application of the science of reading into our literacy instruction, specifically how to adequately utilize decodable texts. • Incorporating an appropriate amount and quality writing instruction across the grade levels. • Using I-Ready performance data to inform all tiers of instruction.

Section H: Previous School Year SMART Goals and Progress Toward Those Goals

- Please provide your school's goals from last school year and the progress your school has made towards these goals. Utilize quantitative and qualitative data to determine progress toward the goal (s). As a reminder, all schools serving third grade were required to use Goal #1 (below).

Goals	Progress
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<u>Previous Third Grade Goal:</u> Reduce the percentage of third graders scoring Does Not Meet in the spring of 2024 as determined by SC READY from 28% to 23 % in the spring of 2025.	2024-2025 I-Ready data: 18% of 3- graders scored Does Not Meet in the spring of 2024-2025 as determined by SC Ready. Goal was surpassed. Overall, the 24-25 group of 3rd graders do seem more proficient in their reading at Tier 1 instruction. However, we can tell this group still does not have a solid foundation in literacy instruction in K-2. This group received SOME explicit phonological and phonics instruction in the primary grades, mainly grade 2 only.
<u>Previous Goal #2:</u> By May 2025, Edwards Elementary will decrease the number of approaches and not met by 5% in first grade based on the MTSS screener (IREADY) data sources (from 48% in spring of 2024 to 43% in spring of 2025).	2024-25 Spring I-Ready Data: 52% of 1st graders scored Approaches and Not Met. Goal was not met. Even though HGIM were provided, it's clear teachers need more support to understand and implement instruction that includes more explicit phonological awareness and phonics.
<u>Previous Goal #3:</u>	

Section I: Current SMART Goals and Action Steps Based on Analysis of Data

- All schools serving students in third grade MUST respond to the third grade reading proficiency goal. ***Note the change in language for the 3rd grade goal to align with the 2030 vision of 75% of students at or above grade level.*** Schools that do not serve third grade students may choose a different goal. Goals should be academically measurable. **All goals should align with academic growth or achievement.** Schools must provide a minimum of two goals.
- Schools are strongly encouraged to incorporate goals from the school renewal plan. Utilize a triangulation of appropriate and available data (i.e. SC READY, screeners, MTSS progress monitoring, benchmark assessments, and observational data) to set reasonable goal(s) for the current school year.

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Goals	Action Steps
<u>Current Goal #1 (Third Grade Goal):</u> Increase the percentage of third graders scoring Meets and Exceeds in the spring of 24-25 as determined by SC READY from 44 % to 50.2 % in the spring of 25-26.	1. Provide professional development on best practices in reading instruction 2. Literacy coach will provide classroom support on best practices in reading. 3. Teachers, Literacy Coach, and administration will study data to determine strengths and possibilities for growth in reading (progress-monitoring tools, IREADY, etc.)
<u>Current Goal #2:</u> Increase the percentage of first graders scoring Meets and Exceeds in the spring of 24-25 as determined by I-Ready from 48% to 53.4 % in the spring of 25-26.	1. Teachers in first grade will teach phonemic awareness and phonics daily and explicitly for 30-40 minutes daily (using HMH structured literacy curriculum and LETRS-based scope and sequence for small group instruction). 2. Teachers, Literacy Coach, and Administration will examine data from IREADY and progress-monitoring assessments, using findings to drive instruction.

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<u>Current Goal #3:</u>	
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